



## Southeast Middle

731 Horrell Hill  
Hopkins, SC 29061

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	536 Students	
<b>Principal</b>	Stacey Whitaker	803-695-5700
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Jamie Devine	803-231-7556

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Below Average</b>	<b>Average</b>
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

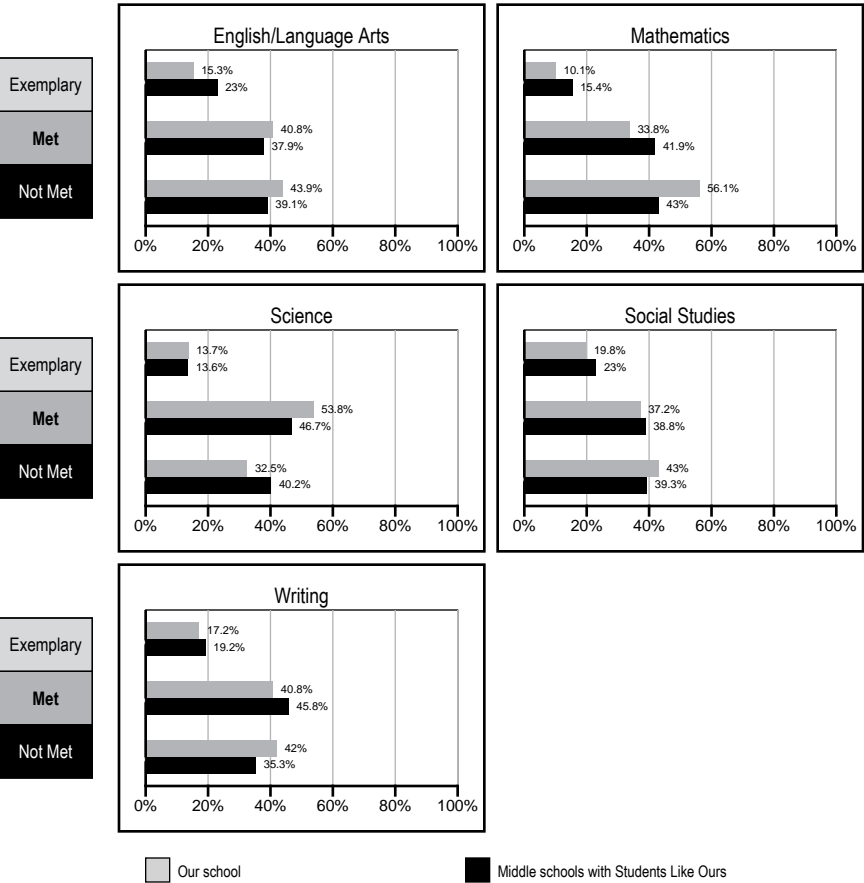
97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	1	37	16	4

\* Ratings are calculated with data available by 03/14/2014.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.1%	93.6%
English 1	0.0%	89.4%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	85.0%	94.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=536)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	53.8%	Up from 27.8%	15.9%	24.6%
Retention rate	1.3%	Up from 0.7%	0.9%	0.6%
Attendance rate	95.7%	Down from 96.2%	95.5%	95.9%
Served by gifted and talented program	19.1%	N/A	11.5%	18.5%
With disabilities	21.3%	N/A	15.0%	13.0%
Older than usual for grade	5.4%	N/A	6.6%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	74.5%	Up from 65.9%	60.9%	61.5%
Continuing contract teachers	70.2%	Down from 75.0%	72.2%	77.2%
Teachers returning from previous year	80.2%	Down from 86.3%	82.9%	85.9%
Teacher attendance rate	92.5%	Down from 93.9%	94.7%	94.9%
Average teacher salary*	\$49,072	Up 5.1%	\$45,592	\$47,313
Professional development days/teacher	6.2 days	Down from 6.4 days	10.9 days	10.1 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 27.9 to 1	21.4 to 1	22.1 to 1
Prime instructional time	87.5%	Down from 89.7%	89.0%	89.6%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.9%	99.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$8,790	Up 6.1%	\$7,931	\$7,239
Percent of expenditures for instruction**	69.0%	No Change	62.0%	63.0%
Percent of expenditures for teacher salaries**	65.0%	Down from 65.8%	57.0%	61.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Southeast Middle School remains committed to our community of learners, emphasizing our motto, "Stinging for Success." We always strive for excellence in all that we do and the 2012-2013 school year has not been any different.

During the past school year our students have been busy inside the classroom and out. Academically we added an additional class period to address the need for intervention. All students were given an additional thirty minutes in every class each week. This response to intervention gave teachers an opportunity to re-teach skills that were deficient or indicators that just needed more attention. We also aligned our after school tutoring with our regular instructional practices. This practice assisted our students in seeing the relationship between after-school and class. We also implemented a concept we called "Wednesday Writes." Simply by having every class from dance to science participate in a deliberate writing assignment one day of the week, helped students to value the integration of literacy skills. Lastly we fine-tuned our practices of acknowledging our MAP scores and watched our students MAP scores begin to soar.

Outside of the class our scorpions did not fall short of success. Our special education department led the process in our school garden and we all harvested the benefits. We were able to host a healthy family dinner in partnership with Sustainable Midlands and WP Rawls Farm. The Math Counts team reached gold status for participation and several team members won individual medals at the "Midlands Math Meet." The student council participated in the "Pennies for Patience," "Harvest Hope Food Drive," and "March of Dimes" fundraiser and like true scorpions they surpassed their goals for every activity. Athletically all of our teams had a solid season, but our Lady Scorpions, girls' basketball team, had an undefeated season followed by winning the district's middle school championship.

This year we were also fortunate enough to add the position of Parent Coordinator-Community Liaison. The coordinator was able to establish several community partnerships as well as host several informative and engaging parent workshops addressing the needs of adolescents and their parents.

Certainly with all that was accomplished this year, we still have a great deal more to do. In the upcoming school year, we will offer specific professional development in the areas of common core transition, technology integration, student engagement, and utilizing data to drive instruction. In keeping true to the middle school model, we will continue to analyze how best to serve the adolescent student and work diligently to create a culture conducive to success during such a transitional period in our students' lives.

Stacey C. Whitaker, Principal      Jacqueline Minder, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	38	146	69
Percent satisfied with learning environment	65.8%	73.3%	75.3%
Percent satisfied with social and physical environment	86.8%	73.3%	75.4%
Percent satisfied with school-home relations	63.1%	83.6%	72.5%

\* Only students at the highest middle school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	31.8
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Southeast Middle school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	623.3	615.6	615.7	612.2	100.0	100.0
Male	616.2	612.8	613.3	612.7	100.0	100.0
Female	632.3	619.1	618.6	611.5	100.0	100.0
White	636.1	626.4	624.3	633.2	100.0	100.0
African American	621.5	614.0	614.0	608.9	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	579.0	584.7	577.7	574.2	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	619.5	611.9	612.1	606.8	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	199	99	45.2	30.5	24.3	54.8
	7	180	100	41.3	36.5	22.2	58.7
	8	179	99.4	33.1	41.9	25	66.9
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	168	100	39.4	47.7	12.9	60.6
	7	192	100	47.8	33.7	18.5	52.2
	8	177	100	42.3	41.1	16.6	57.7

Mathematics

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	199	98.5	35.8	48.9	15.3	64.2
	7	180	100	44.3	43.1	12.6	55.7
	8	178	100	52.5	38.8	8.8	47.5
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	168	100	58.7	31.6	9.7	41.3
	7	192	100	52.2	38.2	9.6	47.8
	8	177	100	55.2	33.7	11	44.8

Science

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	95	100	44.2	48.8	7	55.8
	7	180	100	35.9	45.5	18.6	64.1
	8	91	100	29.3	46.3	24.4	70.7
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	87	100	36.3	57.5	6.3	63.8
	7	191	100	33.3	55.9	10.7	66.7
	8	89	100	28.4	44.4	27.2	71.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	104	98.1	25.3	51.6	23.1	74.7
	7	180	100	37.7	43.1	19.2	62.3
	8	87	100	33.3	41	25.6	66.7
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	83	100	31.2	53.2	15.6	68.8
	7	192	100	49.4	33.1	17.4	50.6
	8	88	100	37.8	35.4	26.8	62.2

Writing

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	176	98.3	25.6	30.8	43.6	74.4
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	167	97.6	42.8	42.1	15.1	57.2
	7	188	96.8	43.4	39.9	16.8	56.6
	8	174	99.4	39.9	40.5	19.6	60.1

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